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OUR POLICIES

We have developed within the School several policies that we apply unofficially as a guide in the development and administration of our training and educational services. These policies give us a basis for checking current or contemplated action against our concept and interpretation of the responsibility placed upon the School. Brief statements and descriptions of these policies, given below, explain several essentials that are not apparent in formal descriptions of organizations and activities.

1. Organization. In our organization, we have endeavored to combine the advantages of organizations built around geographic breakdowns and around functional breakdowns, and to minimize the disadvantages that naturally derive from compartmentalization along geographic or functional lines. Closely related to the nature of our organization is our personnel policy, discussed below, dealing with what we call "bi-competence," which policy makes possible the existing type of organization. Also dictating in part the nature of our organization is our objective to provide as intimate integration as is feasible of area training and language training.

Basically, the School is organized geographically into two major components concerned for Eastern Studies (the U.S.S.R., and East, Southeast and South Asia, excluding Pakistan) and Western Studies (the Western Hemisphere, Free Europe and the Communist Satellites of Eastern Europe, the Middle East and Africa). This geographic breakdown for the base of our organization was selected because it is believed that it surpasses the traditional functional breakdown in permitting natural integration of area and language training.

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Success in integration, however, depends on the degree to which we can realize the "bi-competent" principle of our personnel policy, and then can direct and apply these talents to integrated language/area instruction. In the initial two years of guided development along these lines, I feel we have been agreeably successful. On the one hand, we have considered selection of new employees in terms of their multiple talents, we have encouraged and aided predominantly area specialists to develop companionate language competence (notably in Arabic, French and German), and we have initiated activity by single individuals in both language and area training. On the other hand, in the development of our own language programs and materials, we are increasingly introducing materials dealing with the total culture of the areas, and we are working on introduction of language as part of training that is predominantly area training. Our first experiment at total integration began with an area course on the U.S.S.R. given entirely in Russian during academic year 1956-7. Comparable courses now are scheduled for 1958 in French, German and Italian.

The advantages of the traditional functional breakdown into language departments and area (history, international relations, etc.) departments are being sought through the creation and work of an Area Training Advisory Committee and a Language Training Advisory Committee. Each of these committees include all members of the faculty of both major geographic components who are predominantly concerned with language training or area training. They recommend policies and practices that they feel should

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predominate in the execution of language and area training. We feel that the work of these committees, controlled and directed by a long-term agenda, will minimize the disadvantages of water-tight compartmentalization of an exclusively geographic organization, and will permit us the strengths, without the weaknesses, of the traditional functional compartmentalization of area training and language training.

2. Personnel. The faculty consists of two administrative categories of personnel: staff employees and contract employees. Staff employees are regarded as permanent, career employees and, for the most part, persons who desire their careers to be primarily devoted to language and area training, and to the continuing development and improvement of this training in terms of the needs of the Agency. We think of these persons as "key" personnel. Contract employees are employed as needed. They may be on as much as an annual full-time basis or as little as a mere "stand-by" basis to be paid by the hour when needed. The School's basic policy is to have on the permanent staff one, occasionally two "key" employees for each major language family or geographic region (as Romance, Germanic, Chinese character languages and areas), and engage contract employees as required to meet the fluctuating demands. Use of contract employees in support of "key" personnel has two predominant economic advantages, and two primary functional advantages. Economically, contract instructors capable of providing instructional services not peculiarly required from a trained scientific linguist can be employed each for several thousand dollars a year less than a qualified scientific linguist. Moreover, they may be employed and paid only when needed.

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Consequently, it is possible to avoid staffing up with permanent staff employees to meet a sizeable need that unforeseeably may pass in a year or so and leave the School with career employees who either cannot be fully utilized or who must be relocated, often with difficulty, elsewhere within the Agency. It also permits us to meet with reasonable promptness, sometimes a few days, many unforeseeable requirements that otherwise could best be met within from six to twelve months. Functionally, use of contract instructors permits selection of native speakers who can provide a refined native fluency to language instruction and simultaneously, a breadth, depth and sophistication to area training that is not generally available from non-natives with less than many, many years of formal education and of intelligently-acquired experience in the area and among the people and their culture. Consequent to the foregoing, our policy on employment of personnel is to seek staff employees only for "key" positions, and to employ contract instructors only as the fluctuating demands placed upon us warrant their employment.

Two major policies are applied in the selection of instructional personnel, staff or contract. The degree of rigidity with which these policies dictate the selection of individuals varies in certain cases, but these policies provide our general guidance.

First, we seek persons who are what we call "bi-competent," that is, they have ability and interest in contributing training in both language and area. Primary reason for this policy is our belief in the superior value, as well as effectiveness in terms of the Agency's mission, and of economy, of integration of training in language and area. We believe that

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neither can be really divorced from the other. Moreover, we believe that an Agency employee conversant in the language and with the culture is far more effective both when involved in personal relations with the people of a given culture and where involved in analysis, evaluation and research dealing with information derived from within the total cultural complex. Secondary reason for this policy, is that it permits the director of the School greater flexibility in acquiring maximum usefulness of the faculty, both in terms of taking advantage of individual strengths and in terms of mobility in the face of fluctuating demands for emphasis on language or on area training.

The second major policy applied in selection of personnel relates to possession of secondary competences in addition to specializations in the general fields of language and area for which individuals are primarily selected. In addition to selecting persons because they are educated specialists in linguistics and languages and in the general field of area studies, we want each of these persons, insofar as practical, to be a substantive specialist in one of the disciplines of the social sciences, humanities, natural sciences and other disciplines of concern to the intelligence profession. (For example, we now have persons who, in addition to their major specialization in linguistics, languages and area studies, are specialists in history, political science, law and jurisprudence, letters and journalism, psychology, naval science, statistics, economics, etc.). Possession of these secondary substantive specializations provides us with the resources for conducting a sound area program without the need to employ additional persons as specialists in these fields which we seek to find in all new employees, even in those who are employed pri-

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These two policies are applied in the selection of both staff ("key") and contract employees, although more rigidly for staff employees.

We have adopted the three personnel policies discussed herein with belief that the general guidance we gain therefrom will lead us to acquiring the type of permanent and casual (contract) staff that will permit highly effective area and language training and will allow extensive flexibility in the use of personnel. The objective is high calibre training with maximum economy of personnel and cost to the Agency.

3. Activities. We feel that, basically, our task is to provide internally training dictated by the special needs of the Agency and the peculiar requirements of the intelligence profession. Within the broad sphere of our concern for all language and area training required by Agency personnel, we feel obligated to provide only those types of training that are not satisfactorily available in existing government training establishments and public and private educational institutions. We endeavor to avoid doing any training ourselves that can be acquired satisfactorily elsewhere. It may be stated, therefore, that training provided by the School is not available elsewhere or, where seemingly available, is not available under satisfactory conditions. Our criteria for determining satisfactoriness of external training is substance, cost, and security. Whenever training satisfying our standards according to these criteria is available outside the Agency, we make full use of it. Most of the training in this category is language training at other government schools (especially in the Washington area) and broad, general area training not specifically oriented to the special require-

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ments of the intelligence profession available at local universities. A basic policy, therefore, is to provide training required by the Agency and the peculiarities of the intelligence profession where such training is not suitably available at existing external government, public and private institutions.

In pursuit of this policy, we are developing a type of area training specifically designed for and oriented toward the intelligence profession. Our program is distinct from academic programs which are designed primarily to be culturally broadening (at the undergraduate level) or to provide specialized knowledge and academic discipline required for development of scholars (graduate). By specific orientation of our program to the profession we can give the intelligence officer the essentials of value to him in his position, we can minimize elements of peripheral value, and we can accomplish directly relevant training in a far more pertinent manner and in a much shorter time than could be done at any existing academic institution. Moreover, the total cost of "pay-dirt" is far less than it would be in an academic institution where, in terms of the intelligence profession, the amount of pay-dirt would be small in relation to slag. The fact remains, however, that the Agency does need some persons who approach understanding of an area in a traditional academic manner; for these persons, we rely on existing institutions.

In the field of internal language training, we also endeavor to confine our activities to training that cannot be satisfactorily obtained elsewhere.

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The most constant considerations here are substance and intensity. Security also is a factor that restricts use of certain external facilities for certain types of employees. While some external language programs (particularly at other government schools) can meet, and are used to meet needs for general language skills not specifically adapted to the profession, there are not in existence any language training programs that are designed to meet the language requirements of the intelligence profession as that exists within the Agency. Even use of the language programs of other government agencies (and these, with our own, are the best language programs in the country) results in about a 20% waste for Agency personnel due to the natural orientation of their programs toward the needs of the sponsoring agency. Every language course conducted by the School exists because one or more of three situations exist: need for training in unusual languages; need for special emphasis (as scientific Russian and language of the intelligence officer); and need for highly-flexible, intensive, full-time language training. All of our language training activities are conducted because one or more of these conditions exist and make unsuitable any available outside program. Where these conditions do not exist, we prefer to use the most suitable external program--one or another of the government schools or an academic institution. The choice depends upon a balanced consideration of individual objectives and the special peculiarities of each program, the aptitude and motivation of the individual and the academic requirements of various programs, the comparative costs to the Agency, and considerations of security in each individual case.

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In conclusion, it is our policy for internal language training to provide only training designed specifically for the profession in terms of content and intensity with a view to adequately equipping intelligence personnel with the language facility required by their responsibilities in the most effective, efficient and economical manner. Ideally, this means specialized, limited-objective, part-time programs for the functional specialist (as the scientist, the economic analyst, the reference librarian), and intensive, full-time programs with emphasis on speaking for the general intelligence officer. Except in languages for which we have sizeable programs and staff, the small number of highly competent, rounded language officers required by the Agency in each language should be largely trained in advanced programs outside the Agency.

4. Inter-Agency Cooperation. A basic operating policy of this School is to advocate and encourage inter-Agency cooperation. In our minds, this cooperation means (a) making fullest practical use of each other's training activities, and (b) contributing and exchanging instructors when such serves best the objectives of individual training programs. In the field of inter-agency cooperation, I fear this Agency has exploited the resources of other agencies far more than they have exploited our facilities. For example, in the past several years, about 200 persons have received language training through the courtesy of other agencies, whereas we have provided training to less than a score. In area training we have been able to provide more than we have gained, for, so far as I know, this

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is the only agency offering specialized area training oriented specifically for the intelligence profession. In our area courses we have had over 50 other-agency personnel. Even in this, however, we have not been exclusive benefactors, for in the past ^{two} years other agencies have contributed around 200 individual lectures. While we recognize that the individual requirements of each agency nearly dictate that it conduct the major part of its language program, it is our aim that much of our area program may be conducted as a genuine inter-agency cooperative in which other agencies will participate in both the instructional and student phases. The program is only two years old, but the receptiveness to the School's policy of full inter-agency cooperation has been clearly indicated by the extent of participation of lecturers and students.

In language training, we have endeavored to stimulate active inter-agency cooperation through creation of an informal Roundtable of IAC directors of language training. Regularly participating agencies are CIA, State, NSA, USIA and the Air Force. The Roundtable meets once a month, rotating its meeting place among the agencies. The dominant trait is informality: there is no organization, no chairman, and no formal agenda. There is a regular exchange of information on training offered to the community, training desired, staff needs, training materials and methods, developmental plans, and other problems. The Roundtable has created cooperation in development of tests, and has sought to develop some uniformity in salaries of contract employees. The

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Roundtable also sponsors a "clearing house" of information, maintained informally in this School. Consequences have been expanded training opportunities, decrease in duplication and economy.

5. Training Standards. In our effort to fit the training program and the individual, we endeavor to be fully familiar with various programs and to assure ourselves of the competence of the individual to do creditably in a recommended program. The potential of full-time trainees is carefully evaluated in terms of aptitude, motivation and family considerations that may have a bearing upon application. Information required for evaluation is gained through psychological testing, recorded history of professional performance, previous training and academic records, consultation with supervisors and associates, and personal interviews. Certification of qualifications is made by panels consisting of staff of the School, a psychologist, and the candidate's supervisors and training officers.

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